

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 04/13/2022

- 1. What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Patrick Jensen

- 2. What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

Superintendent

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021**II. Strategic Technology Planning**

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1. What is the overall district mission?

The mission of the Southern Cayuga Central School District shall be to enhance, improve, engage and stimulate the learning environment for all students to advance their educational experience and skills in order to prepare them to live and work in a global community. Therefore, the challenge of educators is to equip students with knowledge, skills, and value that will enable them to live effectively, productively, and enjoyably in our continuously changing world. Inherent is the intent to help each student reach his/her full potential as a human being.

2. What is the vision statement that guides instructional technology use in the district?

The technology vision for the district is to provide the students in our schools with the tools and technical knowledge to achieve academic and personal success.

Technology is a vital source of information and communication linking school, home, community, and the world. Our district's goals will:

- Increase students' engagement in learning, both individually and collectively
- Develop active, constructive, inquiry based lessons and opportunities for students
- Enable students additional, varied access to the curriculum based on their individual need
- Provide differentiated and individualized instruction
- Enable assistive technology
- Integrate technology within the community by sharing district, school, and student goals, progress, projects and data
- Collect and analyze data

3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

The district has a technical working group (TWG) in place that deliberates on a regular basis during the year. The tech working group is comprised of district leaders and principals, along with representation from faculty and staff. The Superintendent and the Director of Technology report to the Board of Education on a yearly basis.

The committee agenda is consistent and structured. More specifically, in sequential order, the committee moves through the following process:

- Review minutes from the prior meeting
- Discuss previous meeting action items and verify progression and/or completion
- Open the meeting with feedback from stakeholders related to what is and isn't working
- Discuss available technology based funding sources
- Brainstorm solutions that may or may not have a technology component
- Review technology options and align identified gaps with appropriate offerings
- Work with vendors and manufacturers to obtain evaluation equipment or software for piloting prior to purchase
- Review findings with the technical working group and amend the current Instructional Technology Plan
- Implement post-pilot solution that has been vetted for functionality and usefulness
- Monitor and report on progress related to solution delivery and adoption
- Post Technology Plan to school website and review in public forum Board of Education meeting

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4. How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?

The evolution of the district's Technology Plan coincides with the dynamic nature of technology itself. The district is committed to flexibility with a nimble footprint capable of pivoting to the most advantageous solutions available for students, faculty, and staff. The district approach fully supports past, present, and future solutions.

Build upon the previous Technology Plan

- Shift from building infrastructure to support 1:1 devices to enhancements and add-on features
- Focus on vetting best in class academic solutions to pilot within the infrastructure made possible by the previous Technology Plan and Smart Schools Bond Act Funding (SSBA)
- "Scale Out" security implementations to build upon the foundation afforded by SSBA (Cameras, Lockdown Solutions, IP Classroom Alert Systems, etc.)

Continue the work of the previous Technology Plan

- Lifecycle planning for equipment currently in use by students, faculty, and staff
- Continued expansion of broadband access campus wide

Improve upon the previous Technology Plan

- Implement an end to end technology based Professional Development program that monitors, intervenes, and proactively addresses the needs of students, faculty, and staff alike
- Classroom infrastructure enhancements in support of synchronous/asynchronous learning in support of pandemic or other unforeseen anomalies
- The adoption of state of the art cybersecurity measures beyond multi-factor authentication

5. How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?

The COVID pandemic has created a monumental shift in the districts' approach to technology planning. The ability to deliver remote instruction and access to students and faculty remains at the forefront. Remote readiness is the impetus behind Instructional Technology Planning. The pandemic served as the catalyst behind the adoption of numerous technologies not identified in the previous Instructional Technology Plan.

Like many districts, Southern Cayuga faced an immediate need to interface with students and deliver instruction from the onset of the pandemic.

Fortunately, Google Workspace Plus for Education provided the district with native solutions to address connecting students, faculty, and relevant content. Google Meet and Classroom are but two of the many tools utilized during the height of the pandemic. The timing of the district grades 3-12 1:1 initiative, years ahead of the pandemic, provided a solid foundation for the delivery of remote services. The gap in 1:1 devices for grades PK-2 was immediately addressed through the purchase of Android tablets capable of remote instruction.

Access to the internet presented a challenge for some students and family households. The government's Emergency Connectivity Fund (ECF) announced assistance for those without broadband connection. The district procured Verizon MiFi hotspot devices to assist those without adequate network connectivity to support remote instruction. The district installed exterior access points for use in the parking lots surrounding the campus. The district drafted a proposal for additional ECF assistance requesting wireless connectivity for school busses. ECF awarded the district's request affording Southern Cayuga students the ability to gain access to the internet during transport on school provided transportation.

The Instructional Technology Plan identifies Professional Development as a key component to remote instruction readiness. The plan includes solutions to bolster professional development focused upon the creation and distribution of instructional content. The plan includes the availability of technology training for all stakeholders utilizing Southern Cayuga technology based solutions. The plan emphasizes the need for feature rich solutions that virtualize the classroom with cameras, document cameras, microphones, and other relevant technology in the creation and dissemination of instructional technology.

6. Is your district currently fully 1:1?

Yes

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7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

SCCS recognizes successful Instructional Technology Plans are not possible without a robust Professional Development Plan. Furthermore, the implementation of technology must go hand in hand with Professional Development. SCCS has redirected resources to assist teachers and students K-12 with technology integration and use. Technology integrators deliver a number of support roles focusing on resources available within district classrooms. The district will provide the following delivery model based on the direction of technology and the path the district has adopted.

- Quantify Instructional Technology proficiency through surveys and usage reports for those products adopted by the district as the de facto standard
- Ad hoc reporting to ascertain individual use of standardized products yielding targeted Professional Development need
- Classroom specific technology workshops presented by the technology integrator (Or other technical resources) during conference days, faculty meetings, afterschool, and summer
- Personalized classroom training to optimize the use of technology in the delivery of curriculum objectives
- Online vendor training videos specific to technology present in the classroom (Available at all times to K-12 faculty)
- Training in the form of in-house created videos for specific topics available through a teacher portal (Used to train or as an ad-hoc reteach)
- Rollout training for any new technology as it's installed in real time

Available training, based on today's technology, includes the following:

- Google Classroom
- Google Drive, Docs, Sheets, and Slides
- Chromebook classroom management (GoGuardian)
- Robotics and STEM related training
- Writing pads for use with Google draw, jamboard, etc.
- ScreenBeam wireless projector connectivity features
- Epson 695wi interactive features and broadcasting options
- Document/Web Camera integration in the classroom
- Ensemble (Panopto in the near future) for content creation, archiving, dissemination, and synchronous/asynchronous learning
- Google meet for remote and hybrid learning delivery

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021**III. Goal Attainment**

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

- 1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
The district has met this goal:

Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**
The district has met this goal:

Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**
The district has met this goal:

Significantly
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
The district has met this goal:

Significantly
- 5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**
The district has met this goal:

Moderately

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 1**

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1. Enter Goal 1 below:

Overall Objective:

Provide access to relevant and rigorous professional development to ensure educators and learners are proficient in the integration of learning technologies.

Google Workspace for Education is well rooted as part of the Southern Cayuga Central School District digital ecosystem. Google has provided the district with leading K-12 access to best in class technologies and solutions. The evolution of enhancements to the baseline product are extremely dynamic. This fluid environment drives the need for robust and comprehensive professional development for faculty, staff, IT staff, and students alike. The pace at which tools, apps, and product enhancements are available within the district far exceeds what the district is able to provide within its traditional in-house Google Workspace for Education Plus professional development offering. The district is seeking Google for Education Partners in Professional Development to provide the following:

- Holistic assessment of SCCS faculty Google Workspace for Education Plus proficiency
 - Access to Webinars, Self-Paced Virtual Training, Certification Pathway
 - Ad-Hoc progress metrics
 - Usage reports
 - Continual refresh of product training in line with Google rollouts of enhancements and new solutions that directly impact Instructional Technology
- Google Workspace for Education Plus proficiency varies between all stakeholders in the district. The COVID pandemic revealed specific areas of expertise needed to create, manage, distribute, and monitor digital interaction with students. While Southern Cayuga fared quite well during the unforeseen circumstances surrounding a virtual classroom, improvements can and will be made. The large majority of stakeholders that utilize technology on a daily basis within the district have mastered the baseline offerings available to them. This particular goal focuses on the ability to distribute curriculum based digital content in a meaningful, efficient, and measurable way. Growth in Professional Development is a necessity to address the shift in paradigm for curriculum workflow. The ability to deliver, interact, assess, and provide proactive student intervention regardless of geography is the new norm enhanced Professional Development can achieve.

The need for anytime/anywhere access for students, guardians, faculty, and staff is prevalent on and off campus. Supporting an environment that is available to all in a safe and secure manner is a challenge requiring everyone to do their part. Instructional Technology Professional Development remains the most significant factor behind universal success.

Time-Bound

- The ability for faculty members to efficiently utilize Google Workspace for Education Plus baseline tools (Gmail, Drive, Slides, Classroom, Meet) to engage students is a one-year goal
- Years two and three will focus on advanced skills within baseline tools
- Years four and five provide a continued pathway to Google Educator Certifications

2. Select the NYSED goal that best aligns with this district goal.

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

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IV. Action Plan - Goal 1

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4. Additional Target Population(s). Check all that apply.

- ☒ Teachers/Teacher Aides
- ☒ Administrators
- ☐ Parents/Guardians/Families/School Community
- ☒ Technology Integration Specialists
- ☐ Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

Any Professional Development solution selected will include proactive reporting to monitor progress as a qualifier for consideration. Ad-hoc reporting is available through the Google Admin console to demonstrate appropriate product usage. Classroom observations include assessment of Instructional Technology integration in support of curriculum.

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Evaluate top five certified Google for Education Professional Development providers.	Other (please identify in Column 5)	Superintendent, Director of Technology, Building Principals	09/10/2022	0
Action Step 2	Collaboration	Building principals present plan to faculty.	Building Principal	Director of Technology	09/17/2022	0
Action Step 3	Purchasing	Review available resources and procure solution	Director of Technology	Business Official	10/01/2022	60,000
Action Step 4	Implementation	Establish access and make product available.	Director of Technology	Building Principals	06/30/2025	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No)	(No Response)	(No)	(No Response)	(No)	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		Response)	
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 2**

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1. Enter Goal 2 below:

Overall Objective:

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

The district has methodically segued from the tradition of direct instruction to that of collaborative participation. The introduction of 1:1 student devices has forever changed the typical dynamic of the classroom. Flipped classrooms and project based learning pedagogy play a significant role in the delivery and assimilation of curriculum objectives.

The 21st century classroom requires the presence of technology previously reserved for distance learning spaces exclusively. The district is pursuing a classroom retrofit project in response. The initiative will accommodate multiple delivery models for curriculum instruction.

- Multi-purpose cameras (Webcam, Video Recording, Document image projection)
- Microphones
- ScreenBeam wireless projection receiver upgrades (Multi-casting options)
- Speakers

Leases and/or SSBA resources will fund the procurement of equipment. School resources will install the equipment in educational spaces.

Classroom technology enhancements will further support the synergy between technology and instruction. The goal of transforming traditional learning spaces to learning hubs allows the district to focus on a unified instructional delivery platform to the benefit of students and faculty.

- Remote learning preparedness
- Synchronous/Asynchronous content creation and delivery
- Flipped classroom
- Comprehensive collaboration
- Project based learning objectives
- Standardized Professional Development

The pandemic has emphasized the importance of creating and distributing instructional content. The timeline for classroom uplifts has accelerated accordingly. The district has adopted a number of 21st century learning skills that will immediately benefit from the installation of additional classroom technology.

2. Select the NYSED goal that best aligns with this district goal.

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

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IV. Action Plan - Goal 2

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4. Additional Target Population(s). Check all that apply.

- ☒ Teachers/Teacher Aides
☒ Administrators
☐ Parents/Guardians/Families/School Community
☒ Technology Integration Specialists
☐ Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

Ad-hoc reporting can measure the success of classroom retrofitting goals. Ad-hoc reporting is available through the Google Admin console. Non-Google products have their own analytics available for usage and impact analysis.

- Student engagement (Login times, volume of data created, classroom participation, assignment submissions, etc.)
- Faculty Usage (Google Meet, Classroom, Media/Digital content creation, etc.)

The physical ability of an educational space to deliver full-featured synchronous/asynchronous instruction will determine the progress of classroom retrofit goal.

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Isolate revenue source.	Director of Technology	Business Official	07/30/2022	0
Action Step 2	Purchasing	Purchase equipment.	Business Official	Director of Technology	08/15/2022	125,000
Action Step 3	Planning	Prewire classrooms and configure infrastructure to support additional technology.	Director of Technology	N/A	08/25/2022	35,000
Action Step 4	Implementation	Install new technology in educational spaces.	Director of Technology	Desktop Support Technician and Building Maintenance	07/01/2023	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5						

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 3**

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1. Enter Goal 3 below:**Overall Objective:**

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and learders. Cybersecurity is the prominent district goal in the 2022-25 Instructional Technology Plan. The explosive growth in cybercrime affects a number of school districts nationwide. Local districts have fallen victim to unlawful school network infiltration within the last year. The requirements of cybersecurity insurance underwriters is broad in scope due to multiple breaches. Anytime/anywhere, access has further highlighted the importance of cloud-based solutions to secure endpoint devices both on and off school grounds.

The district is proactively collaborating with leading cybersecurity solution vendors to curtail would be attackers. The holistic solution is complex and multi-faceted. These measures are necessary to protect personal identifiable information (PII) and the overall digital privacy of students, faculty, and staff. The district has already implemented a number of security measures while others are underway.

- DKIM, DMARC, and SPF controls (southerncayuga.org domain protection)
- Encryption Protocol (Local drive, email, Google drive)
- Encrypted device login and MFA
- Identity management enhancement
- Secure Web Gateway (SWG)
- Cloud Access Security Broker (CASB)
- Infrastructure Hardening
- Endpoint virus protection
- Wireless Security

All security related contracts adopted by the district include support during installation. Support throughout the use of the product is available as well. The delivery model for security solutions is a combination of vendor engineers and SCCS IT resources. Cloud based security offerings include proactive notifications and automated isolation and response. The district is aligning security products with an identify, isolate, notify philosophy. The pragmatic approach to security supports digital education continuity while protecting the digital information of all stakeholders regardless of geographic location.

Time-Bound

A resilient security posture is of the utmost importance. The implementation timeline for a number of security hardening techniques is immediate with a summer 2022 completion goal. (SWG, CASB, Encrypted device login/MFA)

2. Select the NYSED goal that best aligns with this district goal.

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- ☒ Teachers/Teacher Aides
- ☒ Administrators
- ☒ Parents/Guardians/Families/School Community
- ☒ Technology Integration Specialists
- ☐ Other

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

The cloud-based cybersecurity tools include monitoring, reporting, and proactive notifications. Reporting provides granular detail related to attempted breaches and counter defense actions. Ad-hoc reporting provides a detailed account of cybersecurity incidents. Automatic scheduled reporting is available with instantaneous feedback to measure the effectiveness of solutions in use at the district.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Research	Determine the ideal combination of products to support a comprehensive cybersecurity defense.	Director of Technology	Superintendent	08/01/2022	0
Action Step 2	Evaluation	Pilot Products.	Director of Technology	N/A	08/05/2022	0
Action Step 3	Purchasing	Procure Solutions.	Business Official	Director of Technology	09/01/2022	120,000
Action Step 4	Implementation	Rollout cybersecurity solutions.	Director of Technology	IT Staff	02/01/2023	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		Response)	

8. Would you like to list a fourth goal?

Yes

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2022-2025 Instructional Technology Plan - 2021**IV. Action Plan - Goal 4**

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1. Enter Goal 4 below:**Overall Objective:**

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.

The Southern Cayuga Central School District's successful implementation of 1:1 student devices requires a comprehensive device lifecycle plan. Student devices have been in use three to four years based on procurement timelines. To ensure availability and accessibility for all students, a proactive replacement and maintenance program is underway. Through the lens of historical data, the district has determined three years to be an appropriate baseline for the viability of student devices.

The district has adopted a three-year replacement lifecycle for student devices. Procurement through various revenue sources has afforded the replacement of one third of the student device inventory annually. The plan replaces the oldest of devices prior to the fourth school year based on equipment procurement dates. The policy ensures equitable access to digital resources using current technology in support of an optimal student experience. The plan conforms to Google's end of life policy related to Chromebook update support. Maintaining compliance with device/update policy further safeguards against cybersecurity vulnerabilities.

The current student devices deployment includes Chromebooks for grades three through twelve. Students in grades pre-k through second utilize android tablets. Chromebook procurement includes a three-year accidental warranty. This approach safeguards the student investment and provides a warranty for the useful life of the product. A portion of fourth year decommissioned Chromebook inventory provides parts and redeployment opportunities to enhance specials or other purpose driven learning experiences.

The timeline for procurement and distribution follows the established device lifecycle program.

2. Select the NYSED goal that best aligns with this district goal.

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- ☒ Teachers/Teacher Aides
- ☐ Administrators
- ☐ Parents/Guardians/Families/School Community
- ☒ Technology Integration Specialists
- ☐ Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

The goal is measured against inventory aging reports. Ad-hoc reporting is available through the Google Workspace for Education Plus Admin console. The reporting provides granular equipment detail necessary to support the district lifecycle initiative.

6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two,

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Determine make and model current availability.	Director of Technology	N/A	07/31/2022	0
Action Step 2	Purchasing	Prepare Smart Schools Investment Plan	Director of Technology	Superintendent	08/30/2022	0
Action Step 3	Purchasing	Purchase equipment once SSIP is approved.	Director of Technology	Business Official	12/30/2022	105,000
Action Step 4	Implementation	Stage and deliver new student equipment.	Director of Technology	IT Staff	04/25/2023	0

7. This question is optional.**If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fifth goal?

No

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment**

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1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

The Southern Cayuga Central School district made the decision to incorporate Google solutions in the classroom circa 2017. Google itself has evolved and pursued a series of name changes along the way. The district has remained committed to the Google infrastructure and offerings through each iteration and enhancement. The Google journey towards a comprehensive acceptance, integration, proficiency, and robust utilization is arduous but worth the overall investment. While Google is not the only tool in the pool of resources available to foster student growth, it is significant in its ability to support the rigors of academic achievement. Faculty, staff, and students have developed a profound skillset related to Instructional Technology available within the district. SSBA provided a dedicated learning device for each student further strengthening the connection between technology and curriculum. Google, in conjunction with best in class learning software, provides a comprehensive ecosystem and symbiotic relationship among all pertinent district stakeholders:

Faculty

- Create digital content in support of curriculum (Homework, Assessments, Videos, etc.)
- Organize, Schedule, Populate, Lesson Plan, and distribute curriculum through Google Classroom
- Deliver classroom instruction synchronous/asynchronous (Google Meet, Panopto, Zoom)
- Manage individual classroom and monitor student activity to ensure engagement (GoGuardian)
- Communicate with students directly and confidentially (GoGuardian, Gmail, SchoolMessenger)
- Formative and Summative assessment (Google Forms)
- SchoolMessenger for Teacher/Guardian communication
- Benefit from assistive technology

Student

- Review assignments and submit work electronically (Google Classroom)
- Read, Write, Create, Collaborate, Translate, Explore, Code, and engage learning applications (Discovery Education, Google Suite of Apps, Sora, IXL, Learning A-Z, BrainPop, Problem-Attic, SketchUp, Vex Robotics, Python, etc.)
- Interact directly and confidentially with faculty
- Access SchoolTool to monitor grades and assignments
- Benefit from assistive technology

2. Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time” (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.

The National Education Technology Plan (NETP), in conjunction with the Every Student Succeeds Act, has served as a guiding document in the identification and roadmap for planning principles since its passage by Congress in 2015. The districts initial Instructional Technology Plan subsequently channeled priorities towards equity and accessibility. The current Instructional Technology District Plan 2022-2025 builds upon the districts established foundation set forth in the NETP and accompanying Acts of Congress. The current equity/accessibility focused foundation adopted by the district continues to evolve. The 2022-2025 Plan incorporates sustainable solutions for the short term while simultaneously executing action items that evaluate, pilot, and implement the technologies of tomorrow.

- Robust 1:1 device lifecycle management program to ensure equitable access to portable technology for ALL students with a loaner pool to avoid downtime
- Equip student transportation with broadband access to increase online learning opportunities with school provided devices to and from school
- Pilot access to current and future Low Earth Orbit (LEO) satellite constellation broadband solutions (On the waiting list for StarLink beta)
- Classroom upgrades related to the creation of digital content for synchronous, asynchronous, reteach, and assistive technology enhancements (Cameras, Microphones, Speakers, Wireless Microphones, Closed Captioned Automation)
- Maintain campus Infrastructure to allow for current and future broadband needs (Preparation for the steady incline of bandwidth needs in support of digital content delivery)

2022-2025 Instructional Technology Plan - 2021V. NYSED Initiatives Alignment

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- 3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

The district 1:1 initiative is much more than a physical device for ALL students. Differentiated technology tools continue to serve as a bridge between the needs of students with disabilities and general curriculum goals. The district reviews differentiated/assistive technology needs on an annual basis. The district compares solutions in use against marketplace offerings in pursuit comprehensive solutions. The needs of students with disabilities are dynamic and challenging. The district differentiated technology policy is one of flexibility and responsiveness in support of the specialized need. Solutions often take the form of devices, applications, faculty, outside services, or a combination therein.

TextHelp Read and Write for Google Workspace

- Read Text Aloud
- Translation
- Highlight Text feature to isolate assistance
- Screen Masking (Text isolation for focused reading)
- Speak and Type (Used for document creation and reading assessments)

Proloquo

- Augmentative and Alternative Communication

Google Workspace for Education Plus

- Google Meet & Slides closed captioning
- Screen Reader (ChromeVox)
- Screen Magnifier
- Voice Typing
- TalkBack (Android-based eyes free control of device)

- 4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Assistive technology is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 4a, below)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- | | |
|---|--|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input checked="" type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ☒ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☒ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☒ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☒ Home language dictionaries and translation programs are provided through technology.
- ☐ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ☒ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ☒ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (Please identify in Question 6a, below)

7. The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

- 7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

- 7b. If 'Other' was selected in 7a, above, please explain here.

(No Response)

2022-2025 Instructional Technology Plan - 2021V. NYSED Initiatives Alignment

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8. **Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- | | |
|---|---|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment**

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- 9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- | | | |
|--|--|---|
| <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. | <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. | <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. |
| <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. | <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. | <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ |
| <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. | <input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Provide online mentoring programs. |
| <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity | <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. | <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. |
| <input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. | <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. | <input type="checkbox"/> Offer a technology/support hotline during flexible hours. |
| <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. | <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for | <input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages. |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD./ or private online video channel)./ | <input type="checkbox"/> Other (Please identify in Question 9a, below) |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <input checked="" type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. | |

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- 10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- ☒ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☐ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☒ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☒ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☐ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☒ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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VI. Administrative Management Plan

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1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	1.00
Technical Support	1.00
Totals:	3.00

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Network and Infrastructure	Cybersecurity Solutions	120,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
2	Peripheral Devices	N/A	120,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	N/A	60,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	N/A
4	End User Computing Devices	N/A	105,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			405,000			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

Yes

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

<http://www.southerncayuga.org/894>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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VII. Sharing Innovative Educational Technology Programs

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1. Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> 1:1 Device Program | <input checked="" type="checkbox"/> Engaging School Community through Technology | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> English Language Learner | <input checked="" type="checkbox"/> Professional Development / Professional Learning |
| <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms | <input type="checkbox"/> Instruction and Learning with Technology | <input type="checkbox"/> Special Education Instruction and Learning with Technology |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input checked="" type="checkbox"/> Infrastructure | <input checked="" type="checkbox"/> Technology Support |
| <input checked="" type="checkbox"/> Data Privacy and Security | <input type="checkbox"/> OER and Digital Content | <input type="checkbox"/> Other Topic A |
| <input type="checkbox"/> Digital Equity Initiatives | <input checked="" type="checkbox"/> Online Learning | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Digital Fluency Standards | <input type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic C |

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Michael Fall	Director of Technology	fallm@southerncayuga.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Heather Snyder	STEM Coordinator	snyderh@southern cayuga.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.